

Professions Education Research Quarterly

**AERA 2012
Vancouver, BC,
Canada
Friday, April 13 -
Tuesday, April 17**



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AERA Division I - Vice President's Message

Dear colleagues,

What a successful Annual Meeting we had in New Orleans! The program was rich, covering timely issues and research questions; this is in addition to the keynote presentations and the two hands on workshops on research methods. Thanks to **Sara Kim** for organizing such a high quality program!

Next year's Annual Meeting will take place in Vancouver, BC, from April 13 – 17, 2012. Make sure that you save the date and join us in Canada. For the theme and details about the submission process, please read the message by the Program Chair, **Jack Boulet**. I am sure he will prepare a special and interesting program. The quality of the program depends on your submissions, so make sure that you meet the submission deadline, which is Friday, July 22, 2011. Knowing Jack, I am sure he will keep us busy with other activities as well.

As we had previously announced, we celebrated our 40th Anniversary from its founding as a SIG in 1971. On this occasion, we published a commemorative booklet summarizing and synthesizing the achievements of the Division for over four decades. For more information about this booklet, please see the short write-up on page 10.

The current issue of PERQ contains updates from all the committee chairs about the different activities held during the year, as well as announcements for the variety of awards and some photos from New Orleans. I hope you will enjoy reading about our achievements and viewing the beautiful photos.

This year a number of appointments were made for the different committees and subcommittees.

Kimberly Swygert is the new Chair for the Membership Committee. You might already have received messages from her about her initiatives to

increase the membership and build collaboration with other professions. **Danette McKinley** and **Summers Kalishman** are the incoming co-Chairs for the Awards Committee. They are already busy conducting a final revision for the Awards Handbook (guidelines, policies and procedures). Our new web liaison is **Genevieve Gauthier**, and I am sure she will be quite busy for some time updating our website and supporting other initiatives that need communication expertise. Our new PERQ editor is **Marta van Zanten**, and this issue is her first production. **Dorthea Juul** is our incoming Chair for the Nominating Committee, in addition to her role as Member Liaison to the Graduate Student Committee. **Ariane Teherani** and **Steve Durning** joined the Ad Hoc Strategic Planning Committee which already has a few new initiatives in the works. Our Program Chair for 2013 is **Andre de Champlain**, from the National Board of Osteopathic Medical Examiners, who we expect will steward development of an exciting program. Finally, our newly elected Vice President is **LuAnn Wilkerson**, and the Secretary is **Eugene Anderson**. I welcome all our new officers who without doubt will add to the vitality of our Executive Board and the Division at large. On this occasion, I would like to express my sincere thanks to all the outgoing officers who devoted countless hours and served the Division with utmost professionalism and a high level of commitment.

I wish you all a very pleasant summer, and if you have any suggestions or innovative ideas, please drop me a note at tekian@uic.edu.
Ara Tekian



2011 Annual Meeting Program Chair's Report

Hope you found this year's Annual Meeting in New Orleans as rich and exciting as I experienced!

"Interprofessional", "collegial" and "fun" seem to sum up my impression from this year's meeting. There were vibrant and lively discussions across the professions and across the national boundaries at various venues: a collaborative symposium between Dutch and Canadian scholars on the topic of clinical reasoning; an interprofessional poster on case-based learning, which is a Canadian-US collaborative product involving education and pharmacy colleagues; and a round-table session on health sciences curriculum reform, which produced a stimulating conversation among pharmacy and dental educators.

The interprofessional theme also extended into Mitch Chang's invited address titled, *Becoming Scientists: Practices in Undergraduate Education that Contribute to Degree Completion and Advanced Study in STEM Disciplines*. I thank Dr. Chang for his thought-provoking and soul-searching talk on the key issues and barriers pertaining to preparing and retaining students in the science field.

The division is grateful for leaders of three workshops, which received very positive feedback from the participants. First, Jack Boulet and Danette McKinley offered an interactive workshop, *"An Introduction to Research Methods for Education in the Professions"*, which offered a structured experience for the division members seeking to gain foundational research skills. Second, Brownie Anderson and Ara Tekian led *"The Scholarship of Writing for Publication Workshop"*. The participants worked through actual manuscripts and walked away with insights into successfully publishing their future work. Lastly, Carol Mullen offered a workshop for graduate students titled, *"Making the Most of Mentoring in Doctoral Education and Life Beyond,"* which drew a large audience from both within and outside Division I.

My personal highlight was the tour of a simulation center that was generously and graciously offered by many colleagues at the Louisiana State University School of Medicine. We had 17 Division I members, who toured a two-story simulation center fully equipped with full-body high-fidelity manikin simulators, a state-of-the-art

dissection lab and a fluoroscopy training center, a surgical skill training suite, and labor and delivery simulators. What a treat it was for us to sit down at the end of the tour and debrief with our Louisiana colleagues the values of health sciences simulation training.

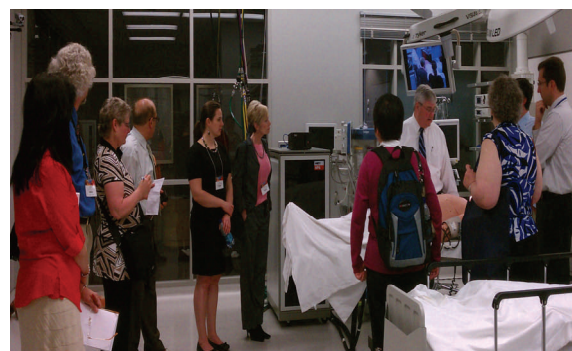
My reflective piece would not be complete without mentioning our fun social dinner at the Palace Café on Canal Street. Fifty-three division members shared New Orleans cuisine, spirited conversations, dark chocolate sprinkles on white chocolate bread puddings, and opportunities to form new professional relations. This fun evening we savored together will continue to fuel our fond memory of the occasion.

Thank you very much for your support throughout the year, especially, Ara Tekian, our tireless leader. My very best wishes to Jack Boulet for a successful conference in Vancouver, British Columbia in 2012!

Sara Kim, 2011 Division I Program Chair



Presentation at the AERA Division I poster session



Simulation center tour at LSU School of Medicine

Additional Annual Meeting photos are on page 12.

2012 Annual Meeting Program Chair's Message and Call for Proposals

On May 18-19, I met with AERA staff and program chairs from other divisions to review materials for the 2012 AERA meeting. As part of this gathering, we toured the conference facilities in Vancouver, British Columbia, the site of next year's AERA Annual Meeting. Vancouver is a wonderful, vibrant city, and I look forward to seeing all of you in Canada in 2012. The theme for the 2012 meeting is "*Non Satis Scire: To Know is Not Enough*" (see the AERA website for more details). For Division I (Education in the Professions), the 2012 theme is especially relevant. Education in the Professions is multifaceted, involving knowledge, skills, and aptitudes. Developing meaningful educational and assessment programs that go beyond the acquisition and evaluation of knowledge to actual performance, including demonstrating a service to the public good, is both challenging and necessary.

Similar to last year, there is an early deadline for submitting proposals:

The AERA proposal submission system (<http://www.aera.net>) is now open.

The deadline for submissions is July 22, 2011.

In response to recommendations from the AERA community, the meeting next year will also be held over a weekend, from Friday April 13 to Tuesday April 17, 2012.

Please save the dates for the Annual Meeting: April 13 – April 17, 2012.

Submissions

As in previous years, submissions can take different forms, including symposia, paper presentations, structured poster sessions, and working group roundtables. A list of session submission formats, and associated requirements, can be found in the May issue of *Educational Researcher* (p. 198-220). http://aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/4004/198-220_05EDR11.pdf You can indicate your preference for session format when you submit your proposal. Only descriptions of completed work will be accepted. Please make sure to choose meaningful descriptors for your submissions so that we can match your work with reviewers as efficiently and fairly as possible. Please remember that this year's deadline for submissions is **July 22**.

To make sure that you will be given credit for having a "paper" accepted at a national meeting, we still require a final paper to be submitted for all submission categories, including the posters. So, pass the word that we want lots of high quality submissions from you and your colleagues and students. Also, if you have suggestions for special sessions or workshops you would like to see on the program, you can send those to me.

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Watch a video created by the AERA Graduate Student Council on how to submit a proposal!
http://www.youtube.com/watch?v=a_EqoyhmvCs

Reviewers and Discussants

Although the call for volunteer reviewers is closed, please feel free to contact me if you would like to be added to the reviewer pool. Please describe your area of interest/expertise using meaningful descriptors that the selection committee can match to submissions. The review of proposals will take place between August 10 and August 30, 2011. The more reviewers we have, the fewer proposals each person will need to review. Also, if you have not done so already, please login to aera.net as soon as possible to register as a Chair/Discussant. You need to re-enlist each year, even if you have served in the past.

Springtime in Vancouver

The weather in Vancouver in April can be quite variable (high 14°C , low 4°C – metric, because we are going to Canada). Although you can expect rain about half the days in April, any non-overcast day will be sure to provide spectacular views of the mountains.

And don't forget, all US citizens need a passport to travel to Canada.

I look forward to seeing some great proposals and meeting with everyone in 2012!

All the best,

Jack Boulet

2012 Program Chair

jboulet@faimer.org



Division I Graduate Student Fireside Chat Session Summary

During the 2011 Annual Meeting, Carol A. Mullen, PhD, Professor and Chair, Department of Educational Leadership & Cultural Foundations, School of Education The University of North Carolina at Greensboro led the Division I graduate student "Fireside Chat" titled "Making the Most of Mentoring in Doctoral Education and Life Beyond."

The presentation addressed primary and secondary types of support as well as informal and formal approaches to mentoring. The main question that informed this session was, *what mentoring ideas, practices, and strategies are effective for cultivating students' academic development and success?* Dr. Mullen's audience was comprised of diverse student and faculty participants across engineering, nursing, and medical education, and other educational research areas. The majority of attendees were women.

The interactive session engaged participants in self-evaluation and discussed ways in which co-mentoring or alternative mentoring relationships might be structured, in particular, across professional education disciplines. Participants were prompted to consider the mentoring activities and strategies that could be effective for cultivating their own academic development and success. In discussion, Dr. Mullen suggested ideas for developing mentoring relationships so that participants could leave the session with tangible ideas for navigating doctoral preparation and the future role in the academy. For example, explaining use of a mentoring model or map, describing levels of mentoring-based reciprocity for co-publishing, and acceptable ways to approach faculty for mentoring and advising.



Most importantly, Dr. Mullen aimed to demystify the cultural barriers newcomers may face as they enter the (often) intimidating world of academia. Using the metaphor of opening doors, students gained new perspectives to help them in the transformation from newcomer to competent academic in a scholarly professional education community. Dr. Mullen answered participants' questions individually coaching and offering feedback at the end of the session, which will likely leave a positive impression on the 18 graduate students and junior faculty in attendance. We also thank Dr. Dale Schunk, who attended, for his support of the session.

Dr. Mullen's extensive research and writing reflects her published contribution to the field. Her book *A Graduate Student Guide: Making the Most of Mentoring* complements the session and is available through Rowman & Littlefield Education Publishers.

Email: camullen@uncg.edu

Web page: www.uncg.edu/~camullen

Christina Cestone



DIVISION I: Mentoring Committee Report

AERA 2011 Annual Meeting, New Orleans

In this report, we describe salient outcomes of the mentoring initiatives held at the AERA 2011 Annual Meeting in New Orleans and share the next steps the committee will take in light of members' suggestions and feedback on these initiatives.

Senior-Junior Scholar Feedback at Annual Meeting

"...gave me insights as to the importance of such 1-on-1 opportunities to engage people."

-Senior Scholar

"...is a great way to meet new members."

-Senior Scholar

"This was a wonderful and very unexpected perk of presenting at AERA!"

-Junior Scholar

"It absolutely helped me get to meet some people in Division I."

-Junior Scholar

Twelve pairs of junior-senior scholars participated in the program this year – twice the number who participated last year. Junior scholars presented at paper, poster and round table sessions; senior scholars attended the presentation and provided feedback. We conducted a follow-up survey one week after the meeting to learn about participating scholars' experiences with the program and suggestions for improvement. Eight senior scholars and nine junior scholars shared their insights with us.

The scholars met during the meeting and talked about a variety of topics, such as: presentation and scholarship strengths and areas for improvement;

tips for future presentations; paper publication; future directions for research and potential collaborations; scholarship in professional education and other disciplines related to the junior scholar's work; advice about career, professional development, employment, academic communities and professional contacts; participation in Division I; AERA conferences; and life issues.

The scholars agreed that participating in the program was a very useful and fun experience that brought members together, promoted networking, and supported professional development for junior scholars. All expressed interest in participating in the program next year.

Suggestions for improving the program included: providing scholars with a structured protocol; providing senior scholars with clearer expectations, guidance, possible topics of discussion and a few options for career directions and employment opportunities; encouraging meeting early at the meeting; providing senior scholars with feedback on their feedback for their future encounters with other junior scholars; organizing a social/discussion meeting with all the mentees and mentors.

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Mentoring Committee Breakfast

Junior, “middle life” and senior scholars provided suggestions for improving the current and future mentoring initiatives at the mentoring breakfast. Discussions centered on plans for the mentoring website that the committee is developing.

The goal of the mentoring website is to facilitate members networking prior to the meeting and to provide junior scholars with: the mission of the committee; announcements of mentoring initiatives; research/publication resources; and profiles of senior scholars (scholarly interests, publications, contact information). Genevieve Gauthier, PhD and Assistant Professor at the University of Alberta, agreed to help develop our mentoring web page. Thank you Genevieve and welcome to the mentoring committee!

The committee will also be working on the creation of the following resources for the next year:

- Tips for writing proposals**
- Tips for effective poster presentations**
- Tips for effective roundtable presentations**

These resources will be posted on the website and disseminated among the members in preparation for the next AERA annual meeting in Vancouver.

Pre-Meeting Welcome & Orientation to Division I Session

The goal of this pre-meeting session is to introduce new members to Division I, and is co-sponsored with the Graduate Student Representatives. This year, we welcomed a new member from the field of Dentistry and brainstormed strategies for bringing new members from different disciplinary fields to Division I.

Identifying Colleagues in Division I

As members suggested at the Mentoring Breakfast, in an effort to facilitate connections among our members and provide an opportunity for graduate students, junior faculty, “middle-life” faculty and senior faculty to arrange meetings in advance of the meeting, we polled the members at the business meeting and solicited their names, institutional affiliations and titles, primary research interest, and email addresses. This contact information will be available to Division I members on our forthcoming mentoring website. Division members who did not participate in this initial poll are welcome to share their information with us to join this initiative.

Our warmest thanks go to all the Division I members who participated in our mentoring initiatives and shared their wonderful insights with us. Please contact us any time at Maria.Blanco@tufts.edu and bridget.obrien@ucsf.edu. We are very much looking forward to sharing the next steps of our mentoring initiatives with you!

Maria Blanco and Bridget O'Brien,
Co-Chairs, Mentoring Committee

Division I Membership Report

Our thanks to the Division I Executive Committee, Ad Hoc Strategic Planning Committee and the many individuals who are on the Division I Membership Committee. It takes a village of committee members to continue our outreach, to build our network and to support membership.

As of May 2011, we have 467 Members in Division I whose memberships are updated through 12/31/2011, a decrease from the 544 members we had in Fall 2010. This membership decline is a concern especially because we are one of the smaller divisions within AERA. There are currently 573 lapsed members of Division I, and 175 of these are still active members of AERA. We will be sending letters in June 2011 to target existing, lapsed, and potential new members for the Division.

We have created two new online venues for Division I members to meet, gather, learn, and share information. The first is the Division I Twitter feed (<http://www.twitter.com/#!/AERADivisionI>), which will be regularly updated with tweets regarding education in the fields of medicine, nursing, pharmacy, dentistry, engineering, and STEM in general. The second is the Division I LinkedIn page (<http://www.linkedin.com/groups/American-Educational-Research-Association-AERA-3920670>), which will allow Division I members to network directly with others who are interested in the same areas of education and research. We hope these additional venues will allow us both to recruit new members and provide additional value to those who are already Division I members.

During the 2011 Annual Meeting, the Ad Hoc Strategic Planning Committee sponsored a breakfast meeting that the Membership Committee supported. The breakfast meeting was attended by new and returning Division I members and focused on strategic planning in Division I for both program and membership development. Lou Grosso, co-chair of the Strategic Planning Committee, will provide followup to ideas discussed at this meeting.

We are always interested in your ideas for membership and outreach or participation on the Membership Committee.

Kimberly Swygert and Summers Kalishman, Co-Chairs, Membership Committee

Join us on Twitter!

<http://www.twitter.com/#!/AERADivisionI>

Join us on LinkedIn!

<http://www.linkedin.com/groups/American-Educational-Research-Association-AERA-3920670>

Collaborators Needed for Division I Affirmative Action Committee

For 2011, the Division I Affirmative Action Committee (DIAAC) will produce a new edition of the Affirmative Action and Diversity in Professions Education bibliography. We need a few more Division I members to help with the project!

If you are interested in participating in the creation of this new edition, please contact Hugh Stoddard (hstoddard@unmc.edu), Division I Affirmative Action Officer. This is a great opportunity to merge your research skills with service to Division I and AERA. All Division I members are welcome, but we especially need people from fields outside of Dentistry and Medicine.

In addition to the Bibliography, your suggestions for new initiatives for DIAAC or your comments about affirmative action and social justice in Division I and for its members are also welcomed. If you have comments or feedback about the presence/absence of social justice issues in the 2011 Division I program at the Annual Meeting, please contact Hugh Stoddard (hstoddard@unmc.edu) or at (402) 559-7837.

The mission of the Division I Affirmative Action Committee (DIAAC) is to welcome ideas from all research paradigms and to increase participation in the division by persons of all demographic groups and educators from all varieties of professions.

Hugh Stoddard, Chair, Affirmative Action Committee

A Message from Your Graduate Student Representative

I am currently working on investigating possible candidates for the Division I Fireside Chat at AERA in 2012. I am in contact with a nursing educator who not only teaches in an academic setting, but also works periodically in a clinical milieu. Her experience could make for an interesting conversation about the intersection and interaction of the educational and professional arenas. The search for next year's Fireside Chat guest, however, remains very much in the early stages and the possibilities for participants are still open. As part of my search, I am making an effort to investigate and encourage possible speakers from disciplines that are sometimes underrepresented (such as accounting, architecture, or law, for example).

The presence of such a representative at AERA might provide an opportunity for Division I to steadily broaden its contact with additional fields of work, as well as increase the exposure of professionals to AERA as a viable and important contributor to the overall infrastructure of global professional development. I happily welcome any suggestions for fields or candidates so that the Division can cast as wide—and as effective—a net as possible in anticipation of the 2012 conference. Thank you.



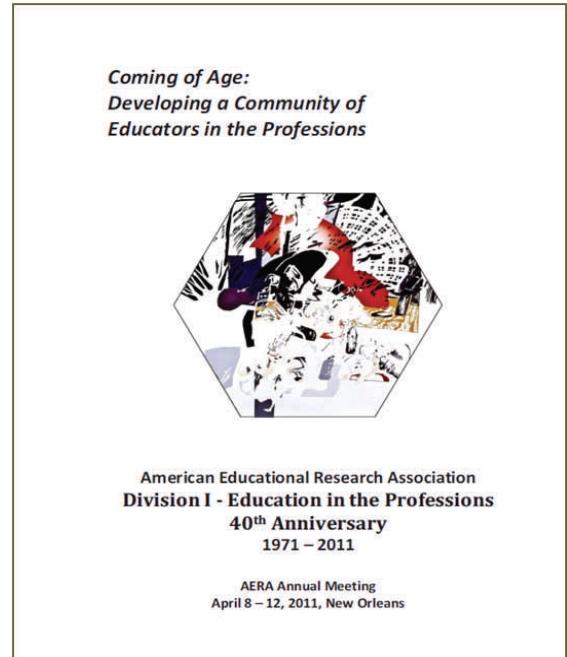
Robert Ellis, Graduate Student Representative

40th Anniversary Commemorative Booklet

Ara Tekian and Ilene Harris (Editors)

This year, AERA Division I celebrated its 40th Anniversary during the Business Meeting on Sunday, April 10, 2011. On this occasion, Ara Tekian and Ilene Harris prepared and edited a 70-page booklet entitled “Coming of Age: Developing a Community of Educators in the Professions”, which was comprised of a synthesis and reports of Division activities contributed by individuals who have played a leadership role within the Division and the Association at large.

Below is the table of contents. All those who were not able to attend the meeting and would like to have a copy of this booklet should write to the AERA Central Office. We hope that this commemorative document will provide an impetus for continuing to move forward in our mission of developing a discipline of education in the professions.



Preface	Ara Tekian & Ilene Harris
History of Division I: Origins and Evolution	Ilene Harris
Leadership	Ara Tekian
Scholarship and our History as a Division	Marcia Mentkowski
Role of Division I within AERA	Pat O'Sullivan
Major Committees: Activities and Functions	
Affirmative Action	Hugh Stoddard
Annual Meetings	Larry Gruppen
Awards	Sara Kim, Elizabeth Jordan, & Glen Rogers
Graduate Students	Christina Cestone
Membership	Summers Kalishman
Mentoring	Maria Blanco, Bridget O'Brien, & Hugh Stoddard
Newsletter	Carol Thrush
Strategic Planning	Louis Grosso & Ruth Streveler
Vision for the Future	Ara Tekian

Award Winners!

The 2011 Division-I New Investigator Award is given to Dr. Anne Deketelaere for the paper *Multi-Factorial Aspects of a Clinical Learning Environment* written with colleagues Sofie Kuppens, Eva Ceulemena, Lisa De Jonghe, Agnes De Munter, and Paul Deleyn.

In the paper, the authors investigated the construct validity and internal consistency of a questionnaire called Activities Coaching Context. The study found seven factors initially identified through focus group interviews, and followed by confirmatory factor analyses. The seven factor model consisted of clinical learning experience, self-directed learning, coaching and teaching, welcoming procedure, work organization, multi professional collaboration, and climate. The results supported that the clinical learning environment is multidimensional. They proposed a multi-factor model tested with a sample in Belgium. In order to facilitate more desirable adult learning experiences occurring in social contexts, it is important for educators, particularly in practice-based professional education, to understand not only teaching activities and personal characteristics, but also organizational and other contextual determinants.

I would like to acknowledge the 2011 New Investigator Committee members, Anne McKee, Janet M. Riddle, and Douglas R. Ripkey for their timeless dedication and thoughtful insights into the nominated papers during the multiple steps of reflective processes.

EunMi Park

The 2011 Division I Established Investigator Award is given to Dr. Anthony R. Artino for the paper *Beliefs, Emotions and Behaviors in Medical School: A Comparative Analysis of Low Versus High Performers* written with his colleague, Dr. Steven R. Durning.

In this paper, the authors explored whether motivational, emotional and behavioral aspects of self-regulated learning (SRL) are associated with academic performance in a medical school course. They collected survey data from 248 second year medical students; in three surveys they assessed 10 constructs associated with SRL. The authors compared high- and low-performing second-year medical students in three domains: motivational beliefs, achievement emotions, and self-regulatory behaviors. They were able to use an external measure of knowledge (students' scores on three course exams) to identify high- and low-performers. They found patterns in the results that they posit can be used practically to plan and implement programs designed to remediate and better prepare low-performers while in medical school. The authors proposed novel ways for educators to improve student motivation and reduce frustration, and they discussed implications of their findings for theory, research and practice in medical education.

Members of the review committee praised this work for its strong theoretical concepts, methods, and exploration of implications from findings the authors included in their discussion. The paper's theoretical background, questions, and methods may be relevant for researchers investigating self-regulated learning in other professions.

I would like to thank the members of the Established Investigator Award subcommittee for Division I: Eugene Anderson, Brian Hess, and Danette McKinley, for the thoughtful review, comments and reflection they provided on the set of nominated papers.

Summers Kalishman

Award Winners!

The 2010 Division I Outstanding Publication Award is given to Dr. Sylvia Mamede and colleagues T. van Gog, K. van den Berge, R. Rikers, J. van Saase, C. van Guldener, and H. Schmidt for their article, "Effect of Availability Bias and Reflective Reasoning on Diagnostic Accuracy among Internal Medicine Residents," published in the Journal of the American Medical Association (JAMA).

The article is particularly impressive for its solid grounding in cognitive theories relevant to diagnostic reasoning and the careful construction of an experimental study to establish an empirical basis for availability bias. The results are intriguing; they suggest some evidence of availability bias when making a diagnosis through non-analytical reasoning processes, but also suggest that use of reflective reasoning processes may help counteract this bias. The authors provide an excellent discussion of the implications for theoretical understanding and future research as well as for medical education and quality of care. This article is one of several important contributions from a successful program of research on clinical reasoning and reflection by Dr. Mamede and colleagues at Erasmus University in the Netherlands.

I would like to acknowledge the valuable contributions of all the members of the committee: Erika Abner, Mark Albanese, Heather Davidson, and Gretchen Guiton. A big thank you to each of you!

Bridget O'Brien

Pictures from the 2011 Annual Meeting



Nominations Sought for 2012 Awards

Nominations Sought for Outstanding Research Publication Award

Division I (Education in the Professions) of AERA is seeking nominations for Outstanding Research Publication Award. The Outstanding Research Publication Award is given to a book, chapter, or peer-reviewed article that makes a significant contribution to research and theory with implications for practice in the field of education in the professions. This year, we are soliciting outstanding books published in 2010 and 2011 and articles published in 2011.

Publications considered represent either new research findings, the synthesis of existing work, or the creation or critique of current theory or practice. Research is defined as an active, diligent and systematic process of inquiry in order to discover, interpret or revise facts, events, behaviors, or theories, or to make practical applications with the help of such facts, laws or theories. A range of acceptable research methods encompasses quantitative and qualitative inquiry common in educational activities as well as natural inquiry leading to "thought" pieces of research. The Outstanding Research Publication Award committee will determine whether a particular nomination meets the criteria for review. While work from non-members will be considered, priority is given to work by Division I members, since the purpose in giving awards is to recognize contributions of the membership. The Awards Committee will consider nominations for publications of non-members and self-nominated work, especially if the work is a substantial contribution that bears directly on the work of Division I members.

Nomination Process: Deadline for nominations is January 15, 2012.

Nominations must include the following: (1) a nomination letter or self-nomination letter; (2) disclosure of any conflict of interest with regards to the nominated work; (3) contact information for publishers for obtaining evaluation copies of the nominated work; and (4) contact information for the nominated author(s). Books without a formal nomination letter will not be considered for the award.

Nominations Sought for Distinguished Career Award

The AERA Division I Distinguished Career Award is awarded every other year to an individual who has met the following criteria:

- Evidence of a significant impact on the field of research in the professions.
- Existence of a body of work on a topic over 10 years or more OR evidence that the research has significantly influenced the field.
- Service to the research community (editorial boards, reviewer).
- Evidence of contributions to the growth of new investigators (mentoring, teaching, final author position).
- Ability to communicate in effective ways with the end users (evidence of non-research seminars, essays, panels, invited presentations).

Regular participation in Division I.

Nomination Process: Nominations for the 2012 award will be accepted on a rolling basis. Final deadline for nominations is January 15, 2012.

Nominations must include two letters of nomination detailing the nominee's contributions and the nominee's CV.

Division I is dedicated to promoting research and scholarship in education across the professions and internationally. Please refer to the Division I website for more information about the Division: <http://aera.net/divisions/?id=74> .

Summers Kalishman (SKalishman@salud.unm.edu) and Danette McKinley (DMckinley@FAIMER.org)
Co-Chairs, Awards Committee

PERQ is the official newsletter of Division I (Education in the Professions) of the American Educational Research Association.
Current division officers and committee chairs are:

Vice President (2009-2012):

Ara Tekian, University of Illinois, Chicago

Vice President-Elect (2012-2014):

LuAnn Wilkerson, University of California, Los Angeles

Past Vice President:

Patricia O'Sullivan, University of California San Francisco

Secretary (2010-2012):

Katherine Edmondson, Cornell University

Secretary (2012-2014):

Eugene Anderson, American Dental Education Association

Members-at-Large:

Janet Hafler, Yale University

Paul Wimmers, University of California, Los Angeles

Chair, 2012 Program Committee:

John (Jack) Boulet, ECFMG / FAIMER

Chair, 2013 Program Committee

Andre de Champlain, NBOME

Chair, Affirmative Action Committee:

Hugh Stoddard, University of Nebraska College of Medicine

Co-Chairs, Awards Committee:

Danette McKinley, FAIMER

Summers Kalishman, University of New Mexico

Membership Committee:

Kimberly A. Swygert, National Board of Medical Examiners

Chair, Nominating Committee:

Dorthea Juul, American Board of Psychiatry and Neurology

Co-Chairs, Mentoring Committee:

Maria Blanco, Tufts University

Bridget O'Brien, University of California, San Francisco

Ad Hoc Strategic Planning Committee:

Ruth Streveler, Purdue University

Louis Grosso, American Board of Internal Medicine

Arianne Teherani, University of California, San Francisco

Steven Durning, Uniformed Services University of the Health Sciences

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Marta van Zanten, ECFMG / FAIMER

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Genevieve Gauthier, University of Alberta, Canada

Graduate Student Representative:

Robert Ellis, University of Texas, Austin

Member Liaison to Graduate Student Committee:

Dorthea Juul, American Board of Psychiatry and Neurology

Professional Education Researcher Quarterly (PERQ)

is published three–four times a year and is available on the Division I website, <http://www.aera.net/divisions/?id=542>.
Announcements for new issues are posted on the Division I listserv.

Suitable publications for PERQ include official notices to the Division I membership, articles, descriptions of research in progress, reviews of research, book reviews, letters, and announcements of jobs, funding, or events judged to be of interest to researchers in professions education. Publication of such items is dependent on available space. Materials should be submitted using APA style (in MS Word, .rtf or .txt format) to:

Marta van Zanten, PERQ Editor

Educational Commission for Foreign Medical Graduates (ECFMG)

Foundation for Advancement of International Medical Education and Research (FAIMER)

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